Comprehensive School Safety Plan  
School Year: 2019-20

School: Royal Oaks Elementary School

<table>
<thead>
<tr>
<th>Current Strategies in Place to Insure Physical Safety of Students and Staff</th>
<th>Assessment Issues or Concerns Related to Physical Safety of Students and Staff</th>
<th>Safe School Plan Additional Strategies to Address Physical Safety of Students and Staff</th>
</tr>
</thead>
</table>
| Royal Oaks Elementary School utilizes a comprehensive approach to ensuring the physical safety of students and staff on campus. Strategies to insure student and staff safety include:  
• supervision before, during, and after school  
• emergency planning and training  
• safety procedures and precautions  
• health services and training  
• District and community partnerships  

**SUPERVISION BEFORE, DURING, AND AFTER SCHOOL**  
Before school supervision begins at 7:30 AM. At 7:45 AM, supervision begins for students who are eating the school breakfast. At 8:00 AM, additional supervision is provided for each playground and the primary drop-off gate. At 8:15 AM, the bell rings to walk to class. Teachers supervise students during all instructional times. Between 2-4 supervisors are provided at all times for each of the grade level recesses (grade K-1, grade 2-3, grade 4, and grade 5-6) and during lunch and lunch recesses. After-school supervision is provided at the primary gate, front office, and back gate by certificated and classified personnel. Finally, the HEART program begins after school and provides extracurricular programming, homework support, and supervision for students staying after school.  

**EMERGENCY PLANNING AND TRAINING**  
Each year, the Comprehensive School Safety Plan (CSSP) is reviewed and updated as necessary. As part of this plan, the following practices are described and practiced:  
• Safety meetings are held with both classified and certificated staff to ensure all staff understand essential emergency response practices  
• Emergency cards are updated annually for all students and

Based on regular review and observation, issues that continue to raise concern regarding safety include:  
1. Traffic conditions at drop-off and pick-up times  
2. Training and provision of staff to handle students who elope and/or need to be restrained  

The school has open communication with the Visalia Police Department (VPD) and the VPD come on a regular basis to ensure parents and families are adhering to safe driving practices.  

2) While elopement and the need to be restrained might impact only a fraction of a percent of our students, these behaviors can happen and we want to ensure that we always have staff on site who can be utilized during these times. Staff members had been trained and are certified in the Handle with Care model of restraint  

Following a review of strategies currently in place to insure the physical safety of all students and staff (see column 1), the School Site Council (SSC) and staff make recommendations for additional strategies that would further enhance the physical safety of students and staff.
<table>
<thead>
<tr>
<th>Current Strategies in Place to Insure Physical Safety Of Students and Staff</th>
<th>Assessment Issues or Concerns related to Physical Safety of Students and Staff</th>
<th>Safe School Plan additional strategies to address Physical Safety of Students and Staff</th>
</tr>
</thead>
</table>
| **staff**  
- Staff are provided a staff phone tree for use in case of an emergency  
- All certificated staff and all classified supervision staff have radios to ensure immediate communication in case of an emergency  
- First aid kits are located throughout the campus for easy access during a crisis  
- Monthly evacuation drills are scheduled and practiced, in addition to two additional emergency drills each year  
- The Blackboard Connect electronic communication system allows the school to quickly message all parents in the event of an emergency  

SAFETY PROCEDURES AND PRECAUTIONS  
Numerous safety procedures have been developed and precautions taken in order to increase the physical safety of students and staff on campus. These include, but are not limited to:  
- A single point of entry for all staff and visitors outside of drop-off and pick-up times  
- All staff are required to wear ID and all visitor must sign in at the front desk, confirm their reason for entry, and wear a “visitor” name tag in a visible location  
- All school volunteers are required to participate in a volunteer training program and are cleared through an on-site and district clearance system  
- During drop-off and pick-up times, all gates are monitored and then locked by school staff, and kept locked during the school day ensuring that visitors must enter through the front office  
- Facilities and grounds are regularly assessed by the custodian and principal to ensure that potential safety concerns are quickly redressed  
- Regular work orders and communication with maintenance and grounds services ensure a well-maintained facility |
### Current Strategies in Place to Insure Physical Safety Of Students and Staff

- Additional staff are assigned duty during pick-up times and large notices and cones help guide parents and families to use safe pick-up procedures.
- All classified and certificated staff are required to complete regularly scheduled Keenan SafeSchool online training modules on topics such as sexual harassment, blood-borne pathogens, and other topics.

### HEALTH SERVICES AND TRAINING

Royal Oaks Elementary School enjoys full-time nursing services through the provision of a 0.8 FTE treatment nurse and a 0.2 FTE nurse. The nurse and treatment nurse provide basic first aid and assist in the assessment of more serious health needs for students. The nurse also provides staff training, as needed, regarding specific health needs such as CPR, Epi-pen usage, allergies, and more. All medications are kept in locked cupboards and may only be administered by a nurse. In addition to nursing services, the school adheres to activity recommendations as prescribed by the District and their review of air quality. Interventions due to poor air quality may include housing PE indoors, holding indoor recesses, restricting physical activities for certain at-risk students.

### DISTRICT AND COMMUNITY PARTNERSHIPS

Visalia Unified District services provide considerable guidance and direct support to school sites, including Royal Oaks. The department of Student Services provides training for administrators, guidance for emergency procedures, crossing guard training, and direct support services during an emergency situation. In addition to working closely with District personnel, the school has a Youth Services Officer (YSO) assigned specifically to Royal Oaks and a strong relationship with the Sargent overseeing the YSO program. As mandated reporters, the school may also call on Child Protective Services (CPS) of Tulare County in the case of a need to report a concern regarding the neglect or abuse of a child.
Current Strategies that promote a school climate of respect, emotional safety and a caring community  | Assessment Issues or Concerns related to school climate  | Safe School Plan additional strategies to promote a school climate of respect, emotional safety and a caring community
---|---|---
Royal Oaks Elementary School strives to create and maintain a school climate that promotes respect, ensures emotional safety, and encourages and caring community. To do this, the school engages in specific programs aimed at this purpose, partners with District and community resources, and provides training and staff development in ways to encourage this kind of environment.

PROGRAMS THAT PROMOTE A POSITIVE SCHOOL CULTURE

Royal Oaks uses the Positive Behavior and Intervention Support (PBIS) model to build a positive school culture and set of behavioral expectations for children. According to this model, behavior expectations are taught, re-taught, and assessed in much the same way that schools teach academic behaviors. The PBIS program includes specific Tier I, Tier II, and Tier III activities, and is reviewed with staff on a monthly basis.

In addition to PBIS, other programs and practices that positively impact school culture and behavior include:

- A FTE Behavior Intervention Aide (BIA)
- Full time BIT who provides intervention to teacher and social groups to students.
- The Parent Student Handbook, which is provided to all parents and families at the beginning of each year or when their child starts Royal Oaks, provides specific guidance to students and parents regarding behavior expectations and the District's Conduct Code
- PAWS expectations (Personal Pride, Always Achieve, Wise Choices, and Show Respect) are taught to all students and re-visited regularly by students and staff through the year, including, but not limited to: at the beginning of the school day, during assemblies and other large group activities, as part of a re-teaching and remediation after a misbehavior by a student.
- The Character Counts programs provide a structure for staff and students to review, learn about, and practice a different character trait every 6 weeks.

1. Repeated behavior issues as identified by PBIS data and use in decision making.
2. PBIS Tier II behavior team meets weekly to discuss Tier II students.

1. Schedule Behavior academies to be taught by Assistant Principal, School Psych. and/or BIT and BIA
<table>
<thead>
<tr>
<th>Current Strategies that promote a school climate of respect, emotional safety and a caring community</th>
<th>Assessment Issues or Concerns related to school climate</th>
<th>Safe School Plan additional strategies to promote a school climate of respect, emotional safety and a caring community</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Character Counts traits include trustworthiness, respect, responsibility, fairness, caring, and citizenship. Students are recognized for being models of character during regularly schedule student recognition assemblies.</td>
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<tr>
<td>- The “Stop, Walk, and Talk” model for resolving conflict and reducing bullying is taught to all students and reinforced throughout the year by classified and certificated staff. Using this model, students clearly communicate when they want a behavior to stop, walk away if it is not resolved, and talk with an adult to get assistance.</td>
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<tr>
<td>- Regular and timely attendance is promoted through 6-week assemblies. Individuals are recognized for perfect attendance during each 6-week session during the student recognition assemblies.</td>
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<td>- General Activities Aides (GAA) and paraprofessionals supervise organized sports activities during morning recesses as a way to teach students new activities, promote good sportsmanship, and encourage students' connections to the school.</td>
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<tr>
<td>- Extracurricular activities provide opportunities for students to get involved and make connections with peers and adults on campus. Opportunities for additional school involvement during the 2019-20 school year include photography club, 6th grade leadership, Spelling Bee, Science Olympiad, Track, Expanding Your Horizons girls' conference, and the Poetry &amp; Prose.</td>
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<td>- For new students, our Student Advocacy and Family Engagement (SAFE) technician provide a brief overview of school expectations and a campus tour for students and families before the student begins class.</td>
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</table>

DISTRICT AND COMMUNITY PARTNERS
Royal Oaks Elementary School partners with numerous organizations to positively impact school culture and climate. During the 2018-19 school year, the school has partnered with the following organizations:

- **Pro-Youth**: The Pro-Youth program administers the HEART program, which is an afterschool program for students and families interested in additional extra-curricular activities and/or supervision or their child beyond the regular school day.

- **Big Brother Big Sisters**: The BIGS program is an off-shoot of the Big Brothers Big Sisters program and meets weekly on the Royal Oaks campus to connect elementary students with high school students from University Prep High School (UPHS).

- **Visalia Police Department**: The Youth Service Officer (YSO) assigned to Royal Oaks as part of VPD’s partnership with school provides not only support and assistance during cases where there is a concern for a student’s emotional as well as physical safety.

- **Tulare County agencies**: Royal Oaks Elementary School works with and refers students on an as-needed basis to additional services provided by the county, or available within the city, to ensure that students have wrap-around services that will improve their socio-emotional health and positively impact their success at school. Agencies may include but are not limited to, Behavioral Health Services (BHS) and Tulare Youth Services Bureau (TYSB).

- **Parent-Teacher Organization (PTA)**: The Royal Oaks PTA do a significant amount of work that positively impacts the school culture and climate. Activities include, but are not limited to, Fall carnival, Red Ribbon Week, family nights, jog-a-thon, and many more.

### TRAINING AND STAFF DEVELOPMENT

Weekly certificated staff meetings and bi-
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<th>Safe School Plan additional strategies to promote a school climate of respect, emotional safety and a caring community</th>
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<tr>
<td>weekly classified staff meetings allow regular opportunities for staff to meet, discuss, and develop ways to improve school culture and climate on campus.</td>
<td></td>
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<tr>
<td>Current Youth Development Strategies that promote meaningful student leadership</td>
<td>Assessment Issues or Concerns related to Youth Development</td>
<td>Safe School Plan additional Strategies to promote Youth Development and Leadership</td>
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<tr>
<td>Extracurricular activities provide opportunities for students to not only get involved and make connections with peers and adults on campus, but also to experience meaningful leadership opportunities. As described previously, extracurricular activities during the 2019-20 school year include: photography club, 6th grade leadership, Spelling Bee, Science Olympiad, Track, Expanding Your Horizons girls’ conference. Other community involvement activities include: Pennies for Patients, Stuff the Trolley, and an annual Sock Drive. Students also assist on a regular basis in the cafeteria, take on classroom roles and responsibilities, and many have cross-age buddies from another grade-level classroom.</td>
<td>SST process - refinements to the consistency in the system continues to be addressed.</td>
<td>Continued implementation of SST online to develop consistency for students. Provide school-wide fundraisers that are more applicable to all students.</td>
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</table>
## Comprehensive School Safety Plan

**School Year: 2019-20**

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<th>District: Visalia Unified School District</th>
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### Current Strategies in Place to Insure Physical Safety Of Students and Staff
1. Employee Drug Free Work Place Policy
2. Safe and Drug Free Student Policy and activities, Substance Abuse Intervention and Counseling at four comprehensive high schools.
3. Blood borne Pathogens Plan and Trainings
4. Tools for Schools – Indoor Air Quality Program
5. District Student Conduct Codes
6. Youth Services Officers
7. Facilities Maintenance & Repairs
8. Emergency Radio Systems
9. Classroom Phone Systems
11. School Health Services
12. Supervision Staff & Procedures
13. Visitor Procedures/ Fences
14. Student Transportation Services
15. Crisis Response Plan and Drills
16. Communicable Disease Procedures
17. Air and Heat Advisories
18. Individual Health Care Plans
19. CPR and First Aid Trainings and Equipment
20. Emergency Cards
21. Community Day & Community Schools
22. Fire Department Safety Inspections
23. Individual Behavior Intervention Plans
24. Athletic Drug Testing
25. WeTip Anonymous Hotline
26. Handle With Care Training
27. Drug Identification Training for Education Professionals
28. Olweus Anti-Bullying Training
29. Sprigeo Anti-Bullying Hotline
30. Active Shooter Protocol

### Assessment Issues or Concerns related to Physical Safety of Students and Staff
1. Although reduced, Student continue to be suspended and expelled for fights, threats, non-compliant students, drugs, etc....
2. 24% of 11th grade students, 36% of 9th grade students, and 15% of 7th grade students report being offered illegal drugs at school. 21% of 11th grade students and 14% of ninth grade students and 6% of seventh grade students report having been drunk or high at school
3. Student & Employee Accidents & Illness. Increasing Students with Diabetes and Other Chronic Health Issues, Pertussis Prevention requirement for 7th graders and above.
4. Tulare County Poor Outdoor Air Quality can affect the 21% of students with Asthma
5. Traffic and walking students during morning and afternoon commutes.
6. Threat of an armed intruder entering a school site.

### Safe School Plan additional strategies to address Physical Safety of Students and Staff
1. Renewal Handle with Care Training for Campus Supervisors and Assistant Principals, Special Education Staff 2011 - 2012 Training for Handle with Care TOT at VUSD Summer 2011. Video Security Camera Systems at all High Schools & Middle Schools Work with VPD to write for Grant to fund Middle School YSOs
2. School administrators and Youth Services Officers work together to develop further strategies; Suspension, Drug Prevention Parent Information sent to all homes and on Web Site Athletic Drug Testing Turning Point Drug Intervention Services Recovery Resources provides intervention counseling at four comprehensive high schools. WETIP Hotline
3. AED Placement at all High Schools and Middle Schools Pertussis Vaccine Clinics, Tdap Requirement Clinics Employee Safety Training CPR and First Aid Classes for Staff School Nursing Services/ Student Care Plans Coaching Clinics
4. New Real Time Air Quality Flag Program Integrated Pest Management Asthma Surveys Asthma Tools For Schools Program Asthma Trainings for Staff
5. Joint City and School District Safety Committee Safe Passage to School Grants is addressing issues with lighted crosswalks, sidewalks, signal lights, and crossing guards.
6. A district-wide Active Shooter Protocol has been established.
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<tbody>
<tr>
<td>1. Character Education</td>
<td>1. 36% of 7th grade, 34% of 9th grade &amp; 29% of 11th grade students report on the CHKS experiencing harassment and bullying at school</td>
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<tr>
<td>2. Health and Physical Education teaching of social skills</td>
<td>2. 29% of 7th grade, 30% of 9th grade and 32% of 11th grade students report on CHKS feeling sad or helpless almost every day for two or more weeks in the past year.</td>
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<td>3. Counseling and Psychological Services</td>
<td>3. 8% of 7th, 6% of 9th and 9% of 11th grade student report belonging to a gang</td>
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<td>4. Visalia Youth Services Partnerships &amp; Site Based Counseling Services</td>
<td>4. 10% of 5th graders, 20% of 7th graders, 22% of 9th graders, and 21% of 11th graders experienced cyber-bullying.</td>
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<td>5. Family Resource Centers</td>
<td>1. Olweus Bullying Prevention Program</td>
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<td>6. Employee Assistance Program</td>
<td>Civility Trainings and Tracking</td>
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<td>7. Girls Forums</td>
<td>Breaking Down the Walls</td>
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<td>8. School Health Services</td>
<td>Connecting the Dots</td>
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<td>9. Community Aides</td>
<td>Tolerance Clubs</td>
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<td>10. Professional Development Class Management Classes</td>
<td>Conduct Codes</td>
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<tr>
<td>11. HEART After School Programs</td>
<td>2. Neighborhood Youth Counselors at Youth Centers</td>
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<tr>
<td>12. Tutorial Programs</td>
<td>Continue to increase Visalia Youth Services Partnerships</td>
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<td>13. Migrant Education Programs</td>
<td>District Staff Trained as ASIST</td>
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<td>14. Child Abuse Reporting Policy</td>
<td>Trainers Spring 2010. ASIST</td>
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<td>15. Prevention Assemblies</td>
<td>Trainings for more staff 2010-2011</td>
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<td>16. SARB Program</td>
<td>Districtwide Assist Interventions</td>
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<td>17. Non-discrimination &amp; harassment training for staff &amp; students</td>
<td>Yellow Ribbon Campaigns</td>
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<td>19. Parenting Programs</td>
<td>PIQE Gang Prevention Lessons</td>
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<tr>
<td>20. Safe and Supportive Schools Grant</td>
<td>VYC Counselors</td>
<td></td>
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<tr>
<td>21. Connecting Our Students To School (COSTS)</td>
<td>HEART After School Programs</td>
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<td></td>
<td>Middle School Pulse After School Programs</td>
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<td>High School After School Programs</td>
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<td>Participation in Gang Intervention</td>
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<td></td>
<td>Task Force</td>
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<td></td>
<td>Partnerships with Community Youth Centers</td>
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<td></td>
<td>WETIP Hotline</td>
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<td></td>
<td>4. Sprigeo Anti-Bullying Hotline</td>
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<td></td>
<td>WeTip Hotline</td>
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<td></td>
<td>An established Anti-Bullying policy</td>
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<td></td>
<td>Anti-bullying training for Staff</td>
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<tr>
<td>Current Youth Development Strategies that promote meaningful student leadership</td>
<td>Assessment Issues or Concerns related to Youth Development</td>
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<tr>
<td>1. AVID &amp; Link Crew Program</td>
<td>1. 48% of all students considered habitually truant</td>
<td>1. Olweus Bullying Prevention Program</td>
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<tr>
<td>2. Drug &amp; Alcohol Prevention Education</td>
<td>2. 55% of 7th graders, 55% of 9th graders, and 52% of 11th graders feel they are a part of the school.</td>
<td>2. Breaking Down the Walls Programs &amp; Connecting the Dots</td>
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<td>3. Peer Counseling Classes</td>
<td></td>
<td>3. Improving Attendance Campaign</td>
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<td>4. Community Service Opportunities</td>
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<td>4. PAL Leadership Classes</td>
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<td>5. DECA, FFA, etc</td>
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<td>5. HEART &amp; PULSE After School Programs</td>
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<tr>
<td>7. Student of the Month Awards</td>
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<td>7. Step-Up Youth Summit and Jobs Program</td>
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<tr>
<td>10. Co-curricular Activities</td>
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<td>10. SARB- Research &amp; Recommendations</td>
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<tr>
<td>15. 10th Grade Counseling</td>
<td></td>
<td>15. Safe and Supportive Schools Grant Programs</td>
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<td>16. Teen Court</td>
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<td>17. Career Academies</td>
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<td>18. Music Programs</td>
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<td>19. Alternative Education Programs</td>
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<td>20. Police Activities League</td>
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<td>21. CCG Grant Activities- Prevention Teen Pregnancy, Student Leadership Activities</td>
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<td>22. Spark PE, Component PE Programs, Fitness Centers</td>
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<td>23. After School Programs</td>
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<td>24. COSTS Program</td>
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<tr>
<td>25. Safe and Supportive Schools Grant</td>
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# School Safety Planning Checklist

**School Year: 2019-20**

<table>
<thead>
<tr>
<th>Item</th>
<th>Compliance/Date</th>
<th>Comments</th>
</tr>
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</table>
| School Safety Team Developed:  
- Principal or Designee  
- Classified Employee  
- Certificated Employee  
- Parent(s)  
- Law Enforcement  
- Others- Nurse, Psychologist | 10/2019 | Royal Oaks school safety team consists of the following staff persons:  
- Administration – Ms. Majarian - Ms. Hendrick  
- Classified employees – Ms. Vander Kooi, Paul Pereira, Brenda Diaz  
- Certificated Employees – Tami Wall  
- Treatment Nurse – Laura  
- Psychologist – Heather Plett |
| Assessment of School Crime Conducted | | |
| Other Assessments Conducted * | 10/2019 | Royal Oaks Elementary School regularly reviews data of all types. The following data elements and reports help our school identify areas of strength and need in order to ensure a safe school:  
- Annual suspension and expulsion reports  
- Minor and major infractions collected as part of our PBIS program  
- Student and staff accident reports |
| Analysis of Data Conducted | | |
| - School Safety Team Identified  
- Priorities Listed Based on Assessment | 10/2019 | The School Safety Team shares several members with the school's PBIS leadership team, which is appropriate since the CSSP aims to improve school culture and behavior as well as increase physical safety. The following priorities provide guidance for the safety team and school administration:  
- Review and update the CSSP each year  
- Ensure all staff are appropriately trained in safety and crisis response practices  
- Be accountable for the execution of the CSSP  
- Collect and review data annually to ensure that safety practices and measures are having the desired impact |
| - An Action Plan Has Been Developed  
- Crisis Plan Developed | 10/2019 | Currently, the CSSP constitutes the action plan of the School Safety Team. The CSSP also includes information regarding how the school will respond in the case of a crisis situation. In addition, the department of Student Services supports school sites by providing additional training to administrators regarding crisis prevention and response, which is then shared with site-level staff. |
<p>| Law Enforcement Review of Plan | 10/19 | The CSSP is reviewed by the department of Student Services at the district office in coordination with local law enforcement. |</p>
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<tr>
<th>Item</th>
<th>Compliance/Date Y/N</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Plan Approved by School Site Council</td>
<td>10/2019</td>
<td>The CSSP was originally scheduled to be reviewed and approved by the SSC in November 2017. Unfortunately, the council ran short on time and had to postpone approving the plan until a specially scheduled meeting in January 2018.</td>
</tr>
<tr>
<td>Annual Plan Review and Revisions by October 31</td>
<td>10/2019</td>
<td>Site administration and the School Safety Team are responsible for annually reviewing the CSSP, making revisions, and then forwarding it to the School Site Council (SSC) for review and final approval.</td>
</tr>
<tr>
<td>Appropriate Policies and Conduct Code, Procedures Included (EC32282)</td>
<td>10/2019</td>
<td>The department of Student Services ensures that the district's conduct code and appropriate policies and procedures are updated and adhered to in an appropriate manner.</td>
</tr>
<tr>
<td>Notification of Meeting on Plan Sent to Appropriate Individuals (EC 32288 (b) (2) (A-F))</td>
<td>11/2019</td>
<td>The department of Student Services ensures that proper notification regarding intent to review and approve safety plans is taken care of in an appropriate manner.</td>
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<tr>
<td>School Board Meeting on Safety Plan</td>
<td>12/2019</td>
<td>The department of Student Services presents key findings and site-level CSSPs to the VUSD Board of Trustees for final approval.</td>
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<tr>
<td>Key Findings Presented</td>
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# Yearly School Emergency Preparedness Checklist
## School-Year 2019-20

<table>
<thead>
<tr>
<th>Completed Date</th>
<th>Checklist Item</th>
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</thead>
<tbody>
<tr>
<td>10/2019</td>
<td>1. District/School Incident Organizational Chart</td>
</tr>
<tr>
<td>10/2019</td>
<td>2. Incident Management Team assignments &amp; training completed</td>
</tr>
<tr>
<td>N/A</td>
<td>3. Incident Management Team A &amp; B Completed</td>
</tr>
<tr>
<td>10/2019</td>
<td>4. General Response Options B understood by all staff &amp; posted in all rooms</td>
</tr>
<tr>
<td>10/2019</td>
<td>5. Site Incident Management Team has A,B,&amp;F Forms</td>
</tr>
<tr>
<td>9/2019</td>
<td>6. Teacher Buddy List updated and distributed</td>
</tr>
<tr>
<td>8/2019</td>
<td>7. Staff &amp; Parent Phone Trees updated</td>
</tr>
<tr>
<td>8/2019</td>
<td>8. Evacuation &amp; Shelter Maps posted in all rooms</td>
</tr>
<tr>
<td>10/2019</td>
<td>9. Shut-off values &amp; equipment marked</td>
</tr>
<tr>
<td>07/2019</td>
<td>11. Fire Extinguishers charged annually</td>
</tr>
<tr>
<td>08/2019</td>
<td>12. Emergency Information for Substitutes set up</td>
</tr>
<tr>
<td>09/2019</td>
<td>13. Exit lights are checked</td>
</tr>
<tr>
<td>08/2019</td>
<td>14. Maps with First Aid Supplies Posted</td>
</tr>
<tr>
<td>9/2019</td>
<td>15. Drill Schedule Set Up</td>
</tr>
</tbody>
</table>
District/School Incident Organizational Chart

Incident/Crisis Manager/Commander
Site: Lisa Majarian/Josette Hendrick (Administrators)
District: Tamara Ravalin & Doug Cardoza

Public Information Officer
Site: Lisa Majarian/Josette Hendrick (Administrators)
District: Dedi Somavia & Brandon Gridiron

Incident Support Coordinator
Site: Lisa Majarian/Josette Hendrick
District: Jacquie Gaebe, Mike Waters, **Kimberly Hale leon, Claudia Ardon Diaz

Operations Chief
Site: Lisa Majarian/Josette Hendrick (Administrators)
District: Mimi Bonds, Brandon Gridiron

Safety Officer
Site: Royal Oaks - Officer Lopez- 707-8766
District: Cristin Crliss, Erik Kehrer, Jessica Villarreal

Liaison Officer
Site: Lisa Majarian/Josette Hendrick (Administrators)
District: Tamara Ravalin & Doug Cardoza

Student Care
Site: Chelsea Cummiford (Psychologist), Jennifer Range, Brittney Field
District: Ben Dhillon, Gina Fabrizo, Serena Rodriguez

First Aid
Site: Elizabeth Dilbeck (Nurse) & Shanda Brink (Treatment)
District: Suzie Skadan, Yvette Creech

Utilities
Site: Paul Pereira & Steve Phillips
District: Jerry Lemus, Steve Pena, Joe Haley

Campus Evacuation
Site: Tami Wall & Brenda Diaz
District: Judy Burgess, Jim Sullivan, Angela Dillon

Security
Site: Paul Pereira & Steve Phillips
District: Sam Chavez, Shellie Knight

Search and Rescue
Site: Jessica Holdbrooks & Nadia Strong
District: Nathan Hernandez, Suzie Skadan, Sam Chavez

Student Accountability
Site(1) Emma Gomez
Site(2) Gisela Outten
District (1) Jamon Peariso, Sarah Seymore
District (2) Angela Dillon

Student Release
Site(1) Emma Gomez
Site(2) Gisela Outten
District (1) John Tapia, Vanessa Alvarado
District (2) Ryan Waters, Phil Black

*Site Support
## Incident Management Team
Royal Oaks Elementary School

### Initial Actions
The individual discovering or receiving information about an incident will take the following steps:

1. **Call police, fire or EMS if needed.**

2. **Activate the emergency system**—Notify the IC, providing the following information:
   - Your name.
   - Nature of incident
   - Location of incident
   - Severity of injuries or property damage
   - Telephone number (as a cell back)
   - Any assistance requests

3. **Take action to protect students, faculty, staff and property.** This might include:
   - Moving people away
   - Isolating and securing the area
   - Providing assistance as needed to students and personnel
   - Directing public safety responders to the scene

4. **Notify District Level Incident Coordinator of Incident**

**District Incident Coordinator:**
Name: Mimi Bonds
730-7584 ext 7584
906-4939

**Back-up Incident Coordinator:**
Public Information Officer:
Name: Tamera Ravilin

### Command Post Locations

**Primary Location:**
Principal's office / Multipurpose room

**Secondary Location:**
Professional Development Room (Rm 71)

### Emergency Numbers

<table>
<thead>
<tr>
<th>Police/Fire/EMS: 911</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander</td>
</tr>
<tr>
<td>Primary IC:</td>
</tr>
<tr>
<td>Name: Lisa Majarian, Josette Hendrick</td>
</tr>
</tbody>
</table>

**Team Members**

- **Primary Logistics:**
  - Resources, Supplies
  - Name: Tamyra Vander Kooi

- **Backup Logistics:**
  - Resources, Supplies
  - Name: Christa Carrasco

**Public Info:**

**Public and Press Info**
Name: Lisa Majarian & Josette Hendrick

**Incident Scribe:**

**Documentation**
Name: Emma Gomez & Gisela Outten

### Level of Threat

<table>
<thead>
<tr>
<th>Level I:</th>
<th>Monitor – Get Briefing from IC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II:</td>
<td>Alert – Report to Command Post</td>
</tr>
<tr>
<td>Level III:</td>
<td>Emergency – Execute Actions</td>
</tr>
</tbody>
</table>

### Evacuation/Relocation Sites

- **Primary:** Visalia United Methodist Church
  - Name: Lisa Majarian & Josette Hendrick
  - Address: 5200 W. Caldwell

- **Secondary:** Houk Park
  - Name: Lisa Majarian & Josette Hendrick
  - Address: S. Woodland St. and W. Dartmouth Ave.

- **Alternate:**
  - Name: Lisa Majarian & Josette Hendrick
  - Address:

### Emergency / Channels

- **Channel 1:** District channel 4

- **Channel 2:** Student Svc. 3

- **Channel 3:**
## Incident Operations Team
### Royal Oaks Elementary School

<table>
<thead>
<tr>
<th>Initial Actions</th>
<th>Emergency Numbers</th>
<th>Level of Threat</th>
</tr>
</thead>
<tbody>
<tr>
<td>The individual discovering or receiving information about an incident will take</td>
<td>Operations Team Members</td>
<td><strong>Level I:</strong> Monitor – Get Briefing from IC</td>
</tr>
<tr>
<td>the following steps:</td>
<td>Primary Operations Chair:</td>
<td><strong>Level II:</strong> Alert – Report to Command Post</td>
</tr>
<tr>
<td>Call 911</td>
<td>Name: Lisa Majarian, Josette Hendrick</td>
<td><strong>Level III:</strong> Emergency – Execute Actions</td>
</tr>
<tr>
<td>1. Activate the emergency system—Notify the IC, providing the following</td>
<td>First Aid 1: Name: Elizabeth Dilbeck-RN</td>
<td></td>
</tr>
<tr>
<td>information:</td>
<td>First Aid 2: Name: Shanda Brink</td>
<td></td>
</tr>
<tr>
<td>- Your name.</td>
<td>Psychological 1: Name: Chelsea Cumiford</td>
<td></td>
</tr>
<tr>
<td>- Nature of incident</td>
<td>Psychological 2: (District deployed)</td>
<td></td>
</tr>
<tr>
<td>- Location of incident</td>
<td>Facilities 1: Name: Paul Pereira &amp; Steve Phillips 303-4213</td>
<td></td>
</tr>
<tr>
<td>- Severity of injuries or property damage</td>
<td>Facilities 2: Name: Paul Pereira &amp; Steve Phillips</td>
<td></td>
</tr>
<tr>
<td>- Telephone number (as a call back)</td>
<td>Student Accountability 1: Name: Emma Gomez</td>
<td></td>
</tr>
<tr>
<td>- Any assistance requests</td>
<td>Student Accountability 2: Name: Gisela Outten</td>
<td></td>
</tr>
<tr>
<td>2. Take Directions of Incident Commander &amp; Operations Chair – Carry out General</td>
<td>Student Release 1: Name: Brenda Diaz</td>
<td></td>
</tr>
<tr>
<td>Response as IC directs</td>
<td>Student Release 2: Name: Shannon Bangi</td>
<td></td>
</tr>
<tr>
<td>3. Take action to protect students, faculty, staff and property. This might</td>
<td></td>
<td></td>
</tr>
<tr>
<td>include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Moving people away</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Isolating and securing the area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Providing assistance as needed to students and personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Directing public safety responders to the scene</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Command Post Locations

**Primary Location:**
Principal's office / Multipurpose room

**Secondary Location:**
Professional Development Room (Rm 71)

Six phone lines in the Board Library for use in Emergencies.

### Emergency Numbers & Key Contacts

**Level I:**
Monitor – Get Briefing from IC

**Level II:**
Alert – Report to Command Post

**Level III:**
Emergency – Execute Actions

## Medical First Aid:
Susie Skadan

## Psychological Aid:
Ben Dhillon

## Facilities:
Robert Groeber

## Maintenance:
Jose Llamas

## Transportation:
Ralph Meza

## Student Release Team:
Jim Sullivan
Jenny Aguayo

## Emergency / Channels

**Channel 1:**
District Channel 4

**Channel 2:**
Student Svc. 3

**Channel 3:**
## General Response Options
### Royal Oaks Elementary School

<table>
<thead>
<tr>
<th>Cancel School Prior to Start</th>
<th>Early Dismissal</th>
<th>Evacuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The District IC, with the concurrence of the Superintendent, will notify the IMT that school is to be canceled or that reporting times have been changed.</td>
<td>- The Superintendent &amp; District IC, either personally or through the IMT, will notify on-site administrators that school is to be dismissed early and of the time the dismissal should take place.</td>
<td>- Signal All-Call</td>
</tr>
<tr>
<td>- The District IC and/or IMT will contact local media.</td>
<td>- The District IC and/or IMT will notify local radio and television stations of the early dismissal.</td>
<td>- A directive to evacuate can be issued by the IC or public safety authorities.</td>
</tr>
<tr>
<td>- All students, parents, faculty and staff should monitor local radio and television stations for announcements.</td>
<td>- The District IC and/or IMT will notify bus drivers and other general transportation personnel of the early dismissal.</td>
<td>- Evacuate students to the primary safe area unless directed to go to a secondary location or to a congregate care center established by public safety authorities.</td>
</tr>
<tr>
<td>- Parents and staff will be notified through emergency call system.</td>
<td>- Administrators will be responsible for telephoning parents through emergency call system</td>
<td>- All persons will leave the facilities by moving along assigned routes.</td>
</tr>
</tbody>
</table>

### Shelter-in-Place
- Signal All-Call
- The IC or public safety authorities will direct on-site administration to implement the shelter-in-place option.
- On-site administrators will determine whether sheltering should take place in classrooms or predetermined shelters within the confines of the buildings.
- Take steps to isolate students and personnel from the external environment during environmental or hazardous materials incidents. This should include closing all outside doors and windows and turning off A/C and air handling systems.
- All students, faculty and staff should seek shelter by moving away from outside windows and doors as well as all air ducts and ventilation systems.
- A 100% accounting of students will be completed and verified.
- The IC or public safety authorities will notify on-site administrators when it is safe to resume normal operations.

### Lockdown
- Signal All-Call
- The IC or public safety authorities will order the lockdown.
- On-site administrators will oversee the lockdown and notify the IC when the procedure is completed.
- All students, faculty and staff should move into classrooms and isolated sections of buildings and reduce exposure to outside windows and doors. Teachers lock doors & check Email for further information.
- A 100% accounting of students will be completed and verified.
- The IC and/or IMT will inform public safety authorities of the lockdown and ensure that appropriate public safety personnel have keys to access the secured areas.
- The IC or public safety authorities will notify on-site administrators when it is safe

### Relocation
- A directive to relocate can be issued by the IC only. (All public safety requests for relocation must go through the IC.)
- The IC will determine the location to where students will be moved.
- District IC must be involved with decision.
- Moving procedures are the same as for evacuation.
- Parents will be notified through emergency call system
### Initial Actions
The individual discovering or receiving information about an incident will take the following steps:

1. Call police, fire or EMS if needed.
2. Have the following information available:
   - Reporters Name
   - Nature of incident
   - Location of incident
   - Severity of injuries or property damage
   - Call back number
   - Assistance request
3. Take action to protect students, faculty, staff and property, if necessary:
   - Move people away
   - Isolate and secure the area
   - Provide assistance as needed to students
   - Direct public safety responders to the scene

### Emergency Numbers

<table>
<thead>
<tr>
<th>Principal Information:</th>
<th>District Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Name: Lisa Majarian</td>
<td>District Contact Name: Mimi Bonds (Cell - 906-4939)</td>
</tr>
<tr>
<td>Principal Contact Number: 559-730-7787</td>
<td>District Contact Number: 730-7573</td>
</tr>
<tr>
<td></td>
<td>District Secondary Number: 730-7385</td>
</tr>
<tr>
<td>Public Information Officer: Tamara Ravalin</td>
<td>Relocation Site: Visalia Unified Methodist Address: 5200 W. Caldwell, Visalia Number: 627-1660</td>
</tr>
<tr>
<td>Public Information Officer Number: 730-7517</td>
<td></td>
</tr>
</tbody>
</table>

### Level of Threat_lockdown/Evacuation Procedures
Royal Oaks has developed a detailed Standard Operating Procedure (SOP) to follow during a fire emergency or drill. This document can be found in the Share drive: \iro-adm-1\data\users\SHARE\Safety\Fire.

The fire drill procedures on the yard are summarized as follows:

- At the sound of the fire alarm, all students and staff evacuate in a quick and organized manner to their assigned location. (Room locations are posted on the fence to assist with line-up locations.)
- Students who are with PE teachers or other staff members on the yard, shall stay under the supervision of that staff member until directed otherwise.
- During recess, break, and passing periods, students shall report to their regular designated areas supervised by yard and campus supervisors.
- The Fire Drill SOP provides clear instructions for accounting for all students and staff.
- Students and staff wait for an All Clear signal or for direction from the Incident Commander regarding next steps or clearance to return to classrooms.

### Fire

The decision to institute a lockdown is made by law enforcement or in a decision by the school site principal or designee.

The lockdown procedures on the yard are summarized as follows:

- Principal or designee gives a radio signal to staff persons on the yard (including PE teachers, yard and campus supervisors)
- Students and staff move in a quick and organized manner to classrooms and isolated sections of buildings to reduce exposure to outside windows and doors.
- Red and green cards are used to communicate areas that are clear or where there are problems.

- **o Green card – safe environment**
- **o Red card – injuries**
- **o No card – intruder in room**
  - Doors are to remain locked until the All Clear signal is given or otherwise directed by law enforcement.

Shelter-in-place procedures on the yard are summarized as follows:...
• Students and staff drop to the ground and find available cover.
• Students and staff proceed as quickly as possible to safe sections of buildings and classrooms.
• Red and green cards are used to communicate areas that are clear or where there are problems.

- Green card – safe environment
- Red card – injuries
- No card – intruder in room

• Doors are to remain locked until the All Clear signal is given or otherwise directed by law enforcement.

**Lockdown:**

The decision to relocate students will be made by law enforcement. The school site principal will communicate directly with the VUSD district office contact. Law enforcement and the VUSD district contact will identify the site for relocation.

Evacuation and emergency release procedures on the yard are summarized as follows:

- The principal or designee will give the evacuation signal to all school personnel.
- Students are to be evacuated in a quick and organized manner to their assigned location on the playgrounds by PE teachers, yard and campus supervisors, or other staff persons.
- All classroom teachers will report to their classroom’s assigned location on the grade 2-3 and grade 4-6 playgrounds.
- All doors are to be closed and locked behind when leaving classrooms.
- Staff and students will then be notified whether the evacuation will be to the primary safe area (Visalia United Methodist Church) or the secondary safe area (Houk Park).
- If students are to be evacuated, procedures for VUSD evacuation will be used.
  Students will be released to parents at the relocation site.

**NOTE:** For all procedures, 100% accounting of students will be completed and verified by school staff.

**Evacuation and Emergency Release:**
## Initial Actions

The individual discovering or receiving information about an incident will take the following steps:

1. **Call police, fire or EMS if needed**
2. **Notify the Site Principal** by Cell or home phone number. Have the following information available:
   - Site Director Name
   - Nature of incident
   - Location of incident
   - Severity of injuries or property damage
   - Call back number
   - Assistance request
3. Take action to protect students, faculty, staff and property, if necessary:
   - Move people away
   - Isolate and secure the area
   - Provide assistance as needed to students
   - Direct public safety responders to the scene

## Emergency Numbers

**Contact Information:**
- Site Director Name: Tara Rodriguez
- Site Director Number: 559-707-7832
- Secondary Contact Number: 730-7877 ext. 181

**Principal Information:**
- Principal Name: Lisa Majarian
- Principal Contact Number: 559-730-7787
- Principal Secondary Number: Majarian - 799-3670

**District Contact Information:**
- District Contact Name: Mimi Bonds (Cell - 906-4939)
- District Contact Number: 730-7573
- District Secondary Number: 730-7385

## Level of Threat/lockdown/Evacuation Procedures

*All Procedures will have 100% accounting of students by Site Director and After School Program Staff*

### Fire:
- The after-school program site director will give the fire drill signal over the radio to all program leaders. (Fire signal from school if pulled.)
- Students will be escorted from classrooms to designated safe areas.
- An All Clear signal from the director will alert program leaders to return to classrooms.

### Lockdown:

The decision for a lockdown is made by law enforcement or in a mutual decision between the after-school director and school site principal.

**Procedure:**
- **Site Director or designee gives radio signal to all program leaders.**
- **All students, faculty and staff should move into classrooms.**
- **All classrooms and buildings are locked.**
- **Red and green cards are used to communicate areas that are clear or where there are problems.**

<table>
<thead>
<tr>
<th>Card</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>Green card – safe environment</td>
</tr>
<tr>
<td>o</td>
<td>Red card – injuries</td>
</tr>
<tr>
<td>o</td>
<td>No card – intruder in room</td>
</tr>
</tbody>
</table>

- Do not open doors until the All Clear signal is given over the radio by the site director or as directed by law enforcement.

### Yard/Outside Incident:
- All students and staff drop to the ground and find available cover. All students and staff proceed as quickly as possible to safe sections of buildings/classrooms.
- Red and green cards are used to communicate areas that are clear or...
where there are problems.

- Green card – safe environment
- Red card – injuries
- No card – intruder in room

- Doors are to remain locked until the all clear signal is given or when directed by law enforcement.

**Evacuation and Emergency Release:**
Decision to relocate students will be made by law enforcement. The after-school site director will communicate with the VUSD district contact and the school principal.

**Procedure:**
- The site director will give the evacuation signal over the radio to all program personnel.
- Students are to be evacuated in a quick and organized manner to their assigned location on the grade 2-3 and grade 4-6 playgrounds by after-school program staff.
- All doors will be closed and locked behind when leaving classrooms.
- Staff and students will then be notified whether the evacuation will be to the primary safe area (Visalia United Methodist Church) or the secondary safe area (Houk Park).
Emergency Response Area Layout #1

Remove this page and insert your map of the primary evacuation area

Insert a campus map with the primary evacuation area outlined and the following areas marked: (Consider safe distance from buildings and other potential hazards.)

- **Command Post**
- **Student Assembly Area**
- **First Aid Areas**: Immediate, Delayed, and Psychological (Consider access for emergency vehicles, a site not readily visible to students, press, parents. Entry to the first aid area will be a triage area. Separate psychologically traumatized students from physically injured students.)
- **Parent Request Gate** (Consider the logical place for parents to arrive at school to pick up their students. Be sure that this gate is clearly posted at all times.)
- **Parent Release Gate** (Consider how far parents will be willing to walk. It should be separated from the Request Gate, but preferably in sight of the Request Gate.)
- **Sanitation area for portable toilets and hand washing** (Consider privacy and location of disposal area.)
- **Supplies Containers**
- **Traffic control pattern**
- **Media center**
- **Staging area** (Locations set up at an incident where resources can be placed)
- **Critical Incident Stress Debriefing Area for adults** (A waiting area for adults whose children are not immediately available for release)
- **Morgue** (Consider: Tile, concrete, or other impermeable, cool floor surface, Access for vehicles, Security, Not visible to students, press, parents. Follow the Coroner's Guidelines.)
- **Remember to consider the special needs of the disabled on campus.**
Emergency Response Area Layout #2

Insert a campus map with the Backup Evacuation Area outlined and the following areas marked: (Consider safe distance from buildings and other potential hazards.)

- Command Post
- Student Assembly Area
- First Aid Areas: Immediate, Delayed, and Psychological (Consider access for emergency vehicles, a site not readily visible to students, press, parents. Entry to the first aid area will be a triage area. Separate psychologically traumatized students from physically injured students.)
- Parent Request Gate (Consider the logical place for parents to arrive at school to pick up their students. Be sure that this gate is clearly posted at all times.)
- Parent Release Gate (Consider how far parents will be willing to walk. It should be separated from the Request Gate, but preferably in sight of the Request Gate.)
- Sanitation area for portable toilets and hand washing (Consider privacy and location of disposal area.)
- Supplies Containers
- Traffic control pattern
- Media center
- Staging area (Locations set up at an incident where resources can be placed)
- Critical Incident Stress Debriefing Area for adults (A waiting area for adults whose children are not immediately available for release)
- Morgue (Consider: Tile, concrete, or other impermeable, cool floor surface, Access for vehicles, Security, Not visible to students, press, parents. Follow the Coroner’s Guidelines.)
- Remember to consider the special needs of the disabled on campus.
Emergency Response Area Layout #3

Remove this page and insert your map of the indoor emergency set up

Remove this page and insert a third site map for planning a non-evacuation emergency, such as Sheltering in Place, Lock Down, or a police emergency, with the following areas marked:

- Command Post
- Student Assembly Area
- First Aid Areas: Immediate, Delayed, and Psychological (Mark entrance for paramedics. Entry to the first aid area will be a triage area. Separate psychologically traumatized students from physically injured students.)
- Critical Incident Stress Debriefing Area for adults (A waiting area for adults whose children are not immediately available for release)
- Parent Request Entrance (Consider the logical place for parents to arrive at school to pick up their students.)
- Parent Release Exit
- Signs for Shelter in Place
- Shelter in Place entrance for latecomers
- Morgue (Consider: Tile, concrete, or other impermeable, cool floor surface, access for vehicles, security, not visible to students, press, parents. Follow the Coroner’s Guidelines.)
Remove this page and insert a map of your campus and marking all emergency shut valves for all utilities, including:

- Water,
- Gas,
- Electricity

Also include location of tools necessary to shut off utilities.
Guidelines for Preparing a Buddy Teacher List

Consider:

1. Assign teachers in adjacent or nearby rooms as "buddies."

2. Review evacuation routes.

3. After incident & classroom status check, buddy teachers check with each other to determine: each other's health status, need to assist with injuries, need to stay with injured students, etc. If possible, injured students should not be left alone. Remember. Teacher's responsibility is to all students, but in situations which threaten the lives of all, do the greatest good for the greatest number.

4. If necessary, one buddy teacher will evacuate both classrooms. Students should exit without the teacher leading them. Teacher should stay back to check the classroom & close the door (do not lock). If both buddy teachers are available for evacuation, one leads and the other brings up the rear, checking briefly to make sure that both classrooms are empty and closing doors.

5. Once in assembly area, buddy classrooms line up next to each other for student accounting. All teachers are to fill our written Student Accounting Forms to be delivered to the Command Post. Assembly area buddy assignment may or may not be the same as classroom buddy.

6. Each classroom kit should contain teacher's class roster as well as buddy classroom roster.

7. Immediately following student accounting, one member of each buddy team checks in at the Command Post.

8. In emergency situations which do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One of the teachers is then available for assignment.

9. Be sure that substitute teachers know the emergency procedures as well as who and where their buddy teacher is.
# Buddy Teacher List

**School:** Royal Oaks Elementary School  
**Principal:** Lisa Majarian

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Buddy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson - Kinder, Room 12</td>
<td>Herrera - Preschool - Room 11</td>
</tr>
<tr>
<td>Guillon - Kinder, Room 23</td>
<td>Martin - Kinder - Room 22</td>
</tr>
<tr>
<td>Benson - 1st gr., Room 21</td>
<td>Calvillo - Gr. 1 - Room 20</td>
</tr>
<tr>
<td>Ficher - Room 33</td>
<td>Sebesta - Gr. 2, Room 32</td>
</tr>
<tr>
<td>Wall - 3/4, Room 43</td>
<td>Bran - Gr. 3, Room 42</td>
</tr>
<tr>
<td>Jeffery - Room 41</td>
<td>Bangi - Library, Rm 40 &amp; Durante Rm 31</td>
</tr>
<tr>
<td>Aguilar - Gr. 4, Room 50</td>
<td>Cox - Gr. 4, Room 51/Carrillo Rm. 62</td>
</tr>
<tr>
<td>Durante - Gr. 1/2, Room 31</td>
<td>Jeffery - Rm 41/Bangi - Library, Rm 40</td>
</tr>
<tr>
<td>Carrillo - Gr. 5, Rm 62 &amp; Rm 61</td>
<td>Band Room 63</td>
</tr>
<tr>
<td>Quevedo - Gr. 5, Room 61</td>
<td>Ford - Gr. 5, Room 60</td>
</tr>
<tr>
<td>Meyst - Gr. 6, Room 52</td>
<td>Cisneros - Gr. 6, Room 56</td>
</tr>
<tr>
<td>Carrasco - Rm 70</td>
<td>Holdbrooks - Learning Ctr. - Rm 80</td>
</tr>
</tbody>
</table>
Emergency Actions, Drills, and Warning Signals

- Chart of Emergency Action and Warning Signals
- School Record of Emergency/Disaster Drills
- Emergency Drill Observation Checklist
# Emergency Action and Warning Signals

**School:** Royal Oaks Elementary School  
**Principal:** Lisa Majarian

<table>
<thead>
<tr>
<th>Type of Emergency</th>
<th>Emergency Action</th>
<th>Bell Signal</th>
<th>Voice Signal</th>
<th>What to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Eliminated</td>
<td>All Clear</td>
<td>1 long continuous bell</td>
<td>“All Clear”</td>
<td>May discontinue emergency response</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>Evacuation (Leave Building)</td>
<td>Fire alarm</td>
<td>N/A</td>
<td>Follow Bomb Threat Guidelines. Move students and staff to Evacuation Area as directed</td>
</tr>
<tr>
<td>Fire</td>
<td>Evacuation (Leave Building)</td>
<td>Fire Alarm</td>
<td>“Leave Building”</td>
<td>Move students and staff, in an orderly fashion, to an outside area of safety. Turn off lights</td>
</tr>
<tr>
<td>Lock Down/Shooter on campus</td>
<td>Lockdown Building</td>
<td>N/A</td>
<td>“Lock Down Building”</td>
<td>Lock all doors and windows, pull shades. Those in outside areas immediately return to classrooms. Duck and Cover if shots are heard nearby.</td>
</tr>
<tr>
<td>Duck and Cover/Earthquake</td>
<td>Duck &amp; Cover</td>
<td>N/A</td>
<td>“Duck and Cover”</td>
<td>Duck to knees underneath tables, desks, away from windows, with both hands holding a desk or table leg.</td>
</tr>
<tr>
<td>Shelter-In-Place/</td>
<td>Shelter In place</td>
<td>N/A</td>
<td>“Shelter In Place”</td>
<td>Students and Staff move to into buildings. Hang “Shelter in Place Sign on Door. Close all windows, air conditioning Tape around door ways if directed</td>
</tr>
<tr>
<td>Environmental Threat/</td>
<td>Hit the Deck</td>
<td>N/A</td>
<td>“Duck and Cover”</td>
<td>All students immediately take cover or lay flat on the ground. Remain quiet</td>
</tr>
</tbody>
</table>
School Record of Disaster Drills  
School-Year 2019-20  
September - February

School: Royal Oaks Elementary School  
Principal: Lisa Majarian

Drill Schedule:

Monthly:
Fire (Elementary Schools)

Quartlery:
Fire (Middle & High Schools)

Once Each Year:
Earthquake, Unauthorized Person Possible Dangerous Situation (Sniper, Lockdown)

Rotate Once A Year:
- Bomb Threat
- Chemical Spill
- Floods, Rains
- Falling Aircraft
- Utility Brown Out
- Enemy Attack
- Severe Windstorm
- Air Quality Alert

Note: The "response" tested can cover more than one drill situation.

<table>
<thead>
<tr>
<th>Date Held</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>30</td>
<td>20</td>
<td>12</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>Time</td>
<td>8:40</td>
<td>10:40</td>
<td>8:00</td>
<td>8:40</td>
<td>8:40</td>
<td>8:40</td>
</tr>
<tr>
<td>Time Needed to Vacate</td>
<td>4:16</td>
<td>3:38</td>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alarm Signal Used</td>
<td>Fire alarm</td>
<td>Fire</td>
<td>Fire</td>
<td>Fire</td>
<td>Fire</td>
<td>Fire</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Held</th>
<th>September</th>
<th>Duck and Cover</th>
<th>Duck &amp; Cover</th>
<th>Duck and Cover</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9/29/2019</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>9:00</td>
<td>1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Drill: (i.e. gun shots)</td>
<td>EARTHQUAKE</td>
<td>Earthquake</td>
<td></td>
<td>Bomb Threat</td>
</tr>
<tr>
<td>Alarm Signal Used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## School Record of Disaster Drills
### School-Year 2019-20
### March - August

**School:** Royal Oaks Elementary School  
**Principal:** Lisa Majarian

<table>
<thead>
<tr>
<th>Fire Drills</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Held</td>
<td>25</td>
<td>21</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>8:30</td>
<td>8:40</td>
<td>8:40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Needed to Vacate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alarm Signal Used</td>
<td>Fire</td>
<td>Fire</td>
<td>Fire</td>
<td></td>
<td></td>
<td>Fire</td>
</tr>
</tbody>
</table>

**Other Drills (rotate):** DUCK & COVER

<table>
<thead>
<tr>
<th>Date Held</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Drill: (i.e. gun shots)</td>
<td>lock down</td>
</tr>
<tr>
<td>Alarm Signal Used</td>
<td>none</td>
</tr>
</tbody>
</table>
BOMB THREAT RESPONSE GUIDELINES

Document Nature of Threat (Phone Call Form)

Immediately Report to Incident Coordinator, Police, Student Services

Activate Incident Management Team or Necessary Members of Team

Assess Level of Threat in Coordination with Law Enforcement and
Determine Response
  • Threat Continuum
  • Immediacy of Response
  • Level Extent of Response

Notify Staff

Search as Necessary
  • In Collaboration with Law Enforcement
  • Teachers/Staff May Visually Search Their Own Area
    (Not Touching but Looking for Suspicious Items)
  • Develop A Search Plan Prior to Threat

Evacuation Response (Buildings) - Routine General Response Option

Reoccupy/Dismissal
  • Reoccupy When Cleared by Law Enforcement
  • Dismissal in Consultation with Superintendent
  • Implement Early' Release Procedures or Transport to Alternative Site

Suspicious Item Found
  • Do Not Touch, Secure Area, Stay Away
  • Immediately Report to Incident Coordinator
  • Notify Police/Staff
  • Evacuate and Modify Routes as Needed
  • Open Doors & Windows in Impacted Area if Possible
  • Coordinate with Police/Emergency Responders Upon Arrival
BOMB THREAT RESPONSE GUIDELINES

IMMEDIATE ACTIONS
✓ Record, document, and preserve threat. If called in, use Phone Call Form.
✓ Report threat to Site Incident Coordinator, police and District Administration (Student Services).
✓ Activate Site Incident Management Team as needed
✓ Notify staff as appropriate.
✓ Assess the threat and Incident Coordinator & Law Enforcement to jointly determine appropriate response (Search or Evacuate).
✓ Do not use Cell Phones or Radios

SEARCH (IF NECESSARY)
✓ Assemble and deploy Search Teams as per plan.
✓ Teams search assigned areas with assistance from teachers and staff in their own areas.
✓ Record search results. If suspicious item found, initiate suspicious item protocol below

EVACUATE (IF NECESSARY)
✓ Use pre-determined evacuation routes as appropriate
✓ Give evacuation order. Teachers, staff & students evacuate taking Crisis Kits
✓ Teachers take attendance and report with Red/Green Cards.
✓ Bring Emergency Kit and Nurses’ Trauma Kit.
✓ Bring Student Release Materials
✓ Student Accountability Lead confirms that building is empty & checks Red & Green Cards.
✓ Incident Command Center Moves Outside

CONTINUING ACTIONS AFTER EVACUATION
✓ Debrief emergency services and coordinate further actions.
✓ As appropriate, determine Reoccupy or Dismissal action. Reoccupy when suspicious item not found or when it has been cleared by law enforcement. Dismissal in consultation with Superintendent.
✓ Implement Student Release Procedures or Transportation to Alternate Site

IF A SUSPICIOUS ITEM IS FOUND
✓ DO NOT TOUCH THE ITEM & SECURE AREA WHERE IT IS LOCATED
✓ Person who found the item immediately reports it to the Site Incident Coordinator.
✓ Notify Police & any other emergency services needed.
✓ Order Evacuation, if not done so already. Select evacuation routes away from the item.
✓ Notify other Search Teams that an item has been found, with description.
✓ Secure area where item is located, but do not guard it (stay away from the item). If possible and can be done on the way out of the area, open doors and windows near item.
✓ Notify staff of the situation and direct them to prepare for evacuation.
✓ Select evacuation routes and assembly areas that are away from the suspicious item.
✓ Meet arriving emergency responders and brief them, letting them speak with person who found item and informing them where the item is located.
✓ Law Enforcement or appropriate Emergency Services Agency will assume command of the site
School Name: Royal Oaks Elementary School

Site Decision Maker: __________________________

Date of Incident: ____________ Time of Incident: ____________

Type of Threat (check):

______ Written Note
______ Written Other
______ E-mailed
______ Verbal, in person
______ Verbal, overheard
______ Other (Describe):

______ Copy attached of the Phoned Threat Data Sheet, e-mail, note, statement of person who heard verbal threat, and any other threat documentation.

______ Verbal, overheard

Police were contacted by:

Police personnel who took the call was:

Summary of Threat Assessment:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Published in "Bomb Threat Response: Interactive Planning Tool for Schools" by the Bureau of Alcohol, Tobacco and Firearms, United States Department of the Treasury and the Safe and Drug-Free Schools Program, United States Department of Education.
THREAT RESPONSE

What action was taken?

_______ Search. Details of search and results:

_______ Evacuation. Details of evacuation and results:

_______ Other. Details:

Was any device found? If so, what action was taken?

________

________

________

________

________

What, if any, notable circumstances were present (I.e., day of midterms, day of football game with rival school)

________

________

________

________

________

What investigative steps were taken and what was the result?

________

________

________

________

________

Published in "Bomb Threat Response: Interactive Planning Tool for Schools" by the Bureau of Alcohol, Tobacco and Firearms, United States Department of the Treasury and the Safe and Drug-Free Schools Program, United States Department of Education.
THREAT DATA COLLECTION REFERENCE CARD

Below are our school's procedures for recording data on a bomb threat. Remember to remain calm and gather as much information as possible.

PHONED THREAT
√ Start recording device, if available.
√ Signal another staff member to listen, if possible.
√ Transcribe the threat.
√ Fill out as much of the Phoned Threat Data Sheet as possible, including detailed questions.
√ When caller hangs up, DO NOT HANG UP THE PHONE. Leave the line open.
√ Notify the Site Administrator & Police of the threat.
√ Complete any unanswered questions on the Phoned Threat Data Sheet.
√ Be available after the call for the school's Bomb Threat Response Team and law enforcement to interview you.

WRITTEN THREAT
√ Do not touch the threat, as it is evidence.
√ On a separate piece of paper, re-write the threat exactly as it reads. On this copy, also record:
  • Where the threat was found
  • The date and time you found the item
  • Any situations or conditions surrounding the discovery
  • Any other person you are aware of who saw the threat
√ It is best not to touch the item, secure the location.
√ Notify the Site Administrator & Police of the threat.

E-MAILED THREAT
√ Leave the message open on the computer.
√ Notify the Site Administrator, Police and the Computer Lab Supervisor of the threat.
√ Print, photograph, or copy down the message. Include the header of the e-mail.
√ Save the e-mail, if you know how to do so.
√ Leave the e-mail open until assistance arrives.

VERBAL THREAT
√ Do not attempt to detain the person
√ If the person who made the threat leaves, note which direction they are going. If possible and safe, follow them at a discreet distance. Have another staff member notify the Site Decision Maker & Police
√ Note the description of the person who made the threat:
  • Name, if you know them
  • Race
  • Sex
  • Type and color of clothing
  • Body size
  • Hair color
  • Distinguishing features
  • Write down the threat exactly as it was communicated to you:
    • Exact wording
    • Who made the threat
    • The date and time of the threat
    • Where the person who made the threat is now
√ Notify the Site Administrator, if someone else has not already done so.

RUMOR
If you overhear a rumor about a bomb or explosive device threat or incident, write down exactly what you heard, from whom you heard it, and then report the rumor to the Site Administrator
# Crisis Response Guidelines for Student Release

## Students Waiting in Classrooms

<table>
<thead>
<tr>
<th>Student Care</th>
<th>Parent Request Gate</th>
<th>Student Notification</th>
<th>Student Release Gate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers take roll and supervise class in classroom, Teacher checks in with Buddy Teacher</td>
<td>1. Staff assigned to Request Gate set up multiple tables, chairs and alpha signs</td>
<td>1. Student Request Gate staff person gives Sign out sheets to Student Accountability Lead staff person who will then call students to release gate</td>
<td>1. Greet parents. As their child arrives to the gate sign student out to parent</td>
</tr>
<tr>
<td>2. Teachers post Green/ Red Card outside room Accountability Lead staff person accounts for all students</td>
<td>2. Staff will need ER Cards, pens, sign out sheets, cell phones</td>
<td>2. Students will be called to Student Release gate via PA System or Runners system</td>
<td>2. Use NCR Sign Out Sheets, sign time student released to parent, note parent name and give parent bottom copy as a pass to leave campus</td>
</tr>
<tr>
<td>3. Teachers have Crisis Plan Classroom Kits which include student class lists with emergency contact information</td>
<td>3. Translators needed</td>
<td>3. Student Accountability Lead will need to know names of students missing or injured</td>
<td>3. Translators needed here</td>
</tr>
<tr>
<td>4. If the teacher has a cell phone, they may be asked help call parents</td>
<td>4. Other staff or volunteers need to direct parents to correct tables</td>
<td>4. Teachers will check off students who are sent to the release gate and will note the time</td>
<td>4. If there are student injuries, have counselors at this gate and safe room close by – refer those parents to them</td>
</tr>
<tr>
<td>5. If a student needs First Aid, release to First Aid station with student buddy. If Lockdown- do not release student and provide first aid</td>
<td>5. Information sheets for parents with instructions to stay calm, students are safe, procedures are in place, and facts about the situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provide for basic needs, i.e. water, food, restrooms</td>
<td>6. After Sign Out sheet is completed with parent, parent is directed to Student Release Gate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Simple activities, i.e. movie, reading or card games may be helpful</td>
<td>7. If person comes who is not on ER card, confirm release with parent via phone and note on sign out sheet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Crisis Response Guidelines for Student Release
**Students Waiting in Designated Large Group Area**

<table>
<thead>
<tr>
<th><strong>Student Care</strong></th>
<th><strong>Parent Request Gate</strong></th>
<th><strong>Student Notification</strong></th>
<th><strong>Student Release Gate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers take roll and supervise class in assigned location within determined boundaries&lt;br&gt;2. Teachers post Green/Red Card – Student Accountability Lead staff person accounts for any missing students&lt;br&gt;3. Teachers bring Crisis Plan Classroom Kits which include student class lists with emergency contact information&lt;br&gt;4. If teacher has a cell phone, they may be asked to help call parents&lt;br&gt;5. If student needs First Aid, release to First Aid station – use sign out sheet&lt;br&gt;6. Provide for basic needs, i.e. water, food, restrooms</td>
<td>1. Staff assigned to Request Gate set up multiple tables, chairs and alpha signs&lt;br&gt;2. Staff will need ER Cards, pens, sign out sheets, cell phones&lt;br&gt;3. Translators needed&lt;br&gt;4. Other staff or volunteers need to direct parents to correct tables&lt;br&gt;5. Information sheets for parents with instructions to stay calm, students are safe, procedures are in place, and facts about the situation&lt;br&gt;6. After Sign out sheet is completed with parent, parent directed to Student Release Gate&lt;br&gt;7. If person comes who is not on ER card, confirm release with parent via phone and note on sign out sheet</td>
<td>1. Student Request Gate staff person gives Sign out sheets to Student Accountability Lead staff person who will then call students to release gate&lt;br&gt;2. Student Accountability Lead will need to know names of students missing or injured&lt;br&gt;3. Students will be called to Student Release gate via PA System, Bull Horn or Runners system&lt;br&gt;4. Teachers will check off students to release gate</td>
<td>1. Greet Parents – as parent’s child arrives to the gate, release student by using NCR Sign Out Sheets, sign time student released to parent, note parent name and give parent bottom copy as a pass to leave campus&lt;br&gt;2. Translators needed here&lt;br&gt;3. If there are student injuries, have counselors at this gate and safe room close by – refer those parents to them</td>
</tr>
</tbody>
</table>
# Student Sign-Out Form

*(to be used in early student release situations)*

*Please Print*

---

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Date of Birth:</td>
<td>~~~~~~~~~~~~~~~~~~</td>
</tr>
<tr>
<td>Teacher (Period):</td>
<td>~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~</td>
</tr>
</tbody>
</table>

| Injury Events Only: Nursing Assessment Completed | ~~~~~~~~~~~~~~~~~~ |

Person here to pick up Student:

*(The person must be on emergency card or verbal ok from parent)*

<table>
<thead>
<tr>
<th>Time Student Released:</th>
<th>~~~~~~~~~~~~~~~~~~</th>
<th>Staff Initials:</th>
<th>~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~</th>
</tr>
</thead>
</table>

*White Copy: Request Gate*  
*Yellow Copy: Release Gate*  
*Pink Copy: To Parent*
Dear Parents

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds; conduct codes; staffing needs; positive learning approaches and character education.

Each school site and the school district has also developed crisis response plans which provide staff and students with efficient, safe and orderly prepared responses in case of a crisis or disaster occurring at the school(s). The school district has worked closely with the community’s emergency response agencies such as law enforcement, fire, hospital and others. School staff have been selected and trained to carry out specific roles in a disaster such as first aid, parent contacts, student release, etc. In the case of a disaster, our school has selected the following tentative locations on campus to use as gathering place for parents and students.

1. Multipurpose Room (MPR)
2. Houk Park, S. Woodland St. and W. Dartmouth Ave.
3. Woodland Drive Baptist Church, 1436 S Woodland St.

In case of a disaster on our school campus, please do not use the telephone to call us, as phone lines will be needed for emergency communications. Listen to your local radio station for incident information as to where to pick up your children.

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. The disaster preparedness plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

Sincerely,

Lisa Majarian,
Principal
Royal Oaks Elementary School
Estimados Padres:

La Junta de Educación del Distrito Escolar Unificado de Visalia ha declarado que una meta primaria del distrito escolar es asegurar un ambiente de aprendizaje positivo y seguro. Un ambiente escolar seguro provee la atmósfera básica donde el aprendizaje es máximo. Todo el personal del Distrito Escolar Unificado de Visalia participa en mantener este aprendizaje seguro y positivo. Cada escuela ha desarrollado un plan comprensivo de seguridad escolar con la participación de los padres, empleados, estudiantes y agencias de la comunidad así como el enforze de la ley. Estos planes dirigen a necesidades claves para mejorar la seguridad y son evaluadas en manera continua. Ellos dirigen todos los aspectos de seguridad escolar tales como instalaciones físicas y terrenos, códigos de conductos, necesidades del personal, métodos de aprendizaje positivo y educación de carácter.

Cada escuela y el distrito escolar también han desarrollado un planes de reacción a crisis las cuales proveen a los empleados y estudiantes con reacciones eficientes, seguras y ordenadamente preparadas en caso de que una crisis o desastre ocurra en la escuela (s). El distrito escolar ha trabajado muy de cerca con las agencias de reacciones de emergencia de la comunidad tales como el enforze de la ley, fuego, hospital y otros. El personal de la escuela ha sido seleccionado y entrenado para llevar a cabo papeles específicos en un desastre tales como ayuda primaria, contactos con los padres, liberar a los estudiantes, etc. En el caso de un desastre, nuestra escuela ha seleccionado las siguientes posibles localidades en el campo escolar para usar como lugar de reunión para los padres y estudiantes.

1. Multipurpose Room (MPR)
2. Houk Park, S. Woodland St. and W. Dartmouth Ave.
3. Woodland Drive Baptist Church, 1436 S Woodland St.

En el caso de un desastre en la escuela, no use el teléfono para llamarnos, por que las líneas telefónicas serán necesarias para comunicación de emergencia. Escuche su estación de radio local para información del incidente como para recoger a sus niños.

Los estudiantes tienen el derecho a un ambiente de aprendizaje y un campo escolar seguro. La prevención de problemas de seguridad escolar es una prioridad para todo el personal escolar, padres y estudiantes. Los planes de preparación para un desaster están listos, pero esperando que nunca sean necesario usarlos. Cada día los estudiantes vienen a la escuela a aprender a estar seguros y a gozar el ambiente de aprendizaje. Mantener la seguridad en mente, en todo lo que hacemos hace esto posible.

Sinceramente

Lisa Majarian,
Director
Royal Oaks School